



CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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WALTER F. DEXTER
Superintendent of Public Instruction

EDITOR:
IVAN R. WATERMAN
Chief, Division of Textbooks
and Publications

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PUBLIC SCHOOLS WEEK, APRIL 24 TO 29, 1944

The period of April 24 to 29, 1944, has been set aside as Public Schools Week in California. This is the twenty-fifth observance of an occasion established just after the first World War. The purpose is to keep school patrons in touch with the work of the pupils and teachers by concentrating attention upon the schools for six days of the year.

School patrons who join in the observance of Public Schools Week will realize the extent to which schools are dedicating themselves to the tasks of war. In the two years since Pearl Harbor, many activities closely related to the war and important to the total effort of the war have been incorporated in the curriculum and synchronized with the fundamental purposes of the school. Certain of these undertakings are designed only for the immediate furthering of victory and have value only for the duration of the war, except in so far as pupils will learn lasting lessons of citizenship in rendering direct services to the nation. Others, including certain new emphases within the curriculum itself, will remain in practice during times of peace. For example, the changed conception of the world and the increasing awareness of the global relations of people profoundly influences teaching in the whole field of social studies. Our leadership as one of the United Nations for the successful prosecution of the war and the impetus that the war has given to the ideas of Pan-Americanism are reflected in the current school program. Particular study is given in all grades to a study of the other Pan-American republics. Under the pressure of the accelerated war program, schools have organized committees to prepare materials in the field of Pan-American relations. It is not likely that the work of these committees will end with the coming of victory. More material will be assembled, more books will be written, and the schools will continue to teach the lessons of citizenship learned in the course of war. The policy of neighborliness practiced among peoples in this hemisphere may finally through these efforts be extended to all peoples.

The observance of Public Schools Week will be affected by wartime conditions. Rationing of gasoline will curtail traveling, even for the short journey to the neighboring school. The problem of school authorities this year will be to carry out the various events under greatly altered circumstances. In cities it will be possible to bring the activities of the schools to the people by arranging for downtown exhibits and by sending the pupils to all appropriate meetings and gatherings of adults to describe the work of the schools. They may do this by means of pageants, dramatic interpretations, or informal talks. The radio may be

used to dramatize the schools for the community. The teachers, but better still the pupils, can use this means of reaching all citizens with messages from the schools or descriptions and dramatic accounts of activities.

The extent to which the children participate in the Junior Red Cross, the Boy and Girl Scouts, Campfire Girls, Future Farmers of America, 4-H Clubs, crop harvesting, and the High School Victory Corps, salvage drives, war bond and stamp sales, should be a feature of school exhibits and school programs.

Emphasis on the timely aspects of public education is appropriate this year, but the continuity of purpose that public education must maintain should never be lost sight of. Speeches, pageants, and exhibits should take care to reflect this historical continuity.

The following list of activities has been chosen from suggestions made for observances in previous years. They seem practical and appropriate for the current observances.

1. Exhibits may be arranged at the school and at various centers in the community. These exhibits and demonstrations should stress war-time activities of the school and give a prominent place to the children's efforts on the home front. They should not be static but should provide for activities in which the children can take part.

2. Children should appear during the week before adult gatherings and club meetings to present speeches or dramatic interpretations that feature the work of the school. Supervision of the children in preparing speeches should be the responsibility of the public speaking teacher.

3. Entertainments related to public education may be prepared for presentation before clubs. These entertainments may include dramatic representations or musical numbers. The school song leaders may lead in the singing of patriotic songs.

4. Newspaper articles may be used to describe the school victory program. A special issue of the school newspaper might be prepared for Public Schools Week describing the victory program and distributed to the patrons of the school. Daily articles should be prepared for the daily papers and a section of the weekly paper in rural sections may be used to give publicity to the schools. This year newspapers will undoubtedly show an interest in wartime activities.

5. Mimeographed circulars which the pupils are often able to prepare may be sent to school patrons as a means of emphasizing certain facts about the schools. Announcements of radio broadcasts, special entertainments, and evening meetings planned for Public Schools Week may be included in this circular. A circular entitled "Our Schools," written by the pupils, might also be distributed.

6. Radio stations in the different communities may be asked to give time for broadcasts. Fifteen-minute speeches or programs including music may be arranged for each of the six days. Usually these broadcasts should be announced in the newspapers and announcements of the time of the broadcast sent home with the children.

7. If wartime conditions permit, evening meetings may be held at the school houses. Programs at these meetings may follow the pattern of former years, but the emphasis should be such that patrons may know that the schools are enlisted in the war effort.

8. Various supplementary procedures may be helpful in connection with planning the whole program.

- a. Public Schools Week posters prepared by students to be posted in store windows.

- b. Slides announcing Public Schools Week to be displayed in local theaters.

- c. Display of books on education by public libraries.

- d. School exhibits in prominent public places.

- e. Talks on public education over local radio stations.

PLAN NOW FOR POSTWAR SCHOOL CONSTRUCTION

CHAS. BURSCH, Chief of Division of Schoolhouse Planning

Numerous inquiries from the field to the Division of Schoolhouse Planning indicate the need now for a brief statement concerning postwar planning and construction of school buildings. Generally speaking, the inquiries are of this nature:

1. Current status of previous listings of postwar projects, i.e. by Public Works Reserve and the U. S. Office of Education.
2. Possible state or federal financial aid to supplement local resources in paying for postwar construction.
3. Activities and procedures now recommended for local school officials who wish to be ready for a postwar construction program.
4. Legislation, federal and state, needed to protect local and state interests and controls if a large federally aided school construction program follows the war.

About two years ago a federal agency, known as the Public Works Reserve, had a staff in the field collecting a "shelf of projects" in readiness for the time when a large federally aided public works program would be needed in the national economy. This staff was abruptly withdrawn in the early months of America's participation in the war. Where this list of projects is now filed and what use, if any, is to be made of it for postwar construction is not clear. School districts that listed projects with the PWR should not consider such action alone has placed them in line for federal assistance in a postwar program.

At the same time that the PWR was listing projects from all types of public bodies, including school districts, the U. S. Office of Education made a similar listing of proposed public school projects. The U. S. Office stopped active solicitation of projects about the same time as the PWR. Recently the State Department of Education received a notice from the Office of Education that Leaflet No. 68, *School Building Needs*, is now in press. This leaflet is a summary of the projects listed with the Office. The information it contains will undoubtedly be helpful as a beginning in determining the magnitude of needed school construction in the immediate postwar period. The fact cannot be too strongly emphasized, however, that neither the listing with the PWR nor with the U. S. Office of Education should be considered sufficient so far as preparation by a school district for a postwar construction program is concerned.

Continued and constructive planning activity is desirable leading to the following results:

1. The development of complete preliminary plans for needed construction, or site development.

2. The laying aside of some local funds to aid in financing what is needed. This, generally speaking, can best be done by use of the accumulative building fund procedure.

The preliminary plans, mentioned above, should be more than quick sketches indicating superficially where it appears best to add certain units. They should be carefully thought-out plans, well-related to the educational needs of the district, and should be a logical part of a thorough, long-range master plan. The proper development of such a plan requires many months of careful work in co-ordination of information and ideas from many technical sources. This should not be postponed until a federal- or state-aid program for school construction has been announced. To neglect this basic long-term educational and school plant planning now, during these months when construction is impossible, is to set the stage for the recurrence of chaotic conditions experienced in connection with PWA and WPA construction programs because too early deadlines were set for beginning work.

The preparation of a long-range master campus plan, or master plant plan, for a larger school district should not be undertaken by the school staff and educational advisers alone, nor by school architects alone. Teamwork here yields the best results.

The educational group in a teamwork plan furnishes the factual educational and financial data upon which a sound building program can be based. They make a clear statement of educational policies regarding district and educational organization which, when put into practice, would affect school plant requirement. They also make a similar statement regarding curriculum content and instructional procedures that affect the plant.

The school architect, with the assistance of technical advisers, with varied types of experience, translates the educational statements into school plant solutions in the form of well-considered preliminary plans. These plans should show location, orientation, size, shape, and general character of each room needed now to implement the educational program. They should also show needs anticipated for a five- or ten-year period.

Materials and general quality of construction should be carefully considered. The desired objectives here are to secure maximum educational services from the school plant with a minimum of expenditure. Due weight should be given to the accelerated obsolescence of educational buildings, so well recognized today. School buildings designed for a life of twenty or twenty-five years may well constitute a better educational investment than those done in heavy construction with indefinite life and having relatively great inflexibility.

Sometimes, unfortunately, an even more critical factor than value, namely, limited financial ability of the school district, must determine the type of construction adopted. Too often, under such circumstances, the decision is to spend all available funds to house a limited educational service, whereas, the situation calls for a type of housing that will provide for the widest possible range of educational services. It is in these situations that an able and co-operative school architect can render the greatest service to education.

Although any needed school building may be regarded a good post-war construction project, there are some phases of schoolhousing that deserve special emphasis. Among these are (1) desirable and necessary projects which cannot, or will not, be undertaken unless outside financial assistance is granted; (2) important educational services that either have been neglected, so far as housing is concerned, or have but recently been recognized, and (3) housing projects made necessary by improvements in district or educational reorganization.

In the first category are the small rural schools and the assembly play rooms in medium-sized elementary buildings.

In the second group the special plant needs for adults should be mentioned. These include appropriate facilities for parent education in elementary schools and recognition of specific adult needs in high schools, such as counseling rooms, suitable seating, special storage space, and outdoor lighting for parking spaces and building entrances.

One important item in this group need not wait for the postwar period. The war service program in food preservation carried on under the joint leadership of the State War Council and the Bureau of Agricultural Education of the State Department of Education deserves immediate attention. Alterations or additions to high school home-making cafeteria and kitchen quarters necessary to facilitate this splendid combination of war service and adult education should be undertaken at once.

In addition to adult educational needs, another neglected schoolhousing service is that of play shelters for elementary schools. The provision of play shelters would end the indefensible rainy day or minimum day session.

Preparation for construction projects in the third group demands the most in educational statesmanship and long-term planning. It is pleasant to report that some desirable reorganization of school district units has been done and more is contemplated, with the thought in mind that the needed housing connected therewith will be a part of the postwar construction program. Furthermore, some high school districts are setting the stage to move into a 3-3 or a 4-4 plan of organization for

secondary education when suitable quarters can be provided in the postwar period.

Of the various public agencies expected to participate in a postwar construction program, rural school districts are least able to hold their own in competition for federal or state funds, no matter how worthy their projects. County superintendents of schools can render a service of inestimable value to these districts by assisting them to get ready now for a possible federally aided program. The most important specific thing that can be done is to counsel the trustees to look toward the inclusion in their budgets of some money to be placed in an accumulative building fund. This should be done in each district that needs a new school building, or major alterations, or repair of an existing building. The greatest single need at this time is to prepare the rural districts for participation in a postwar construction program.

INTERPRETATIONS OF SCHOOL LAW_____

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions, they have the limitations inherent in all digests. The reader is therefore urged to consult the complete text of a decision or opinion before taking any action based thereon.]

It should be noted that following a decision, a hearing or rehearing of the case may result in setting aside the original decision. Consequently, before relying thereon, the status of each decision should be checked.]

ATTORNEY GENERAL'S OPINIONS

Traveling Expenses of Members of Governing Boards of School Districts

There is no authority for the governing board of an elementary school district employing four teachers to pay traveling expenses incurred by a member of the governing board in locating equipment for purchase by the district, endeavoring to obtain WPA assistance for the district, or in attending conventions and meetings of interest to the school. School Code Sections 2.998 and 2.982 [now Education Code Sections 2209 and 2203] are not applicable. (AGO NS4930, June 2, 1943.)

Establishment of High School Cadet Companies

Education Code Section 500.1 relating to the establishment of a high school cadet company in each "four year high school" having 100 or more male students 14 years of age or over and in which there is not an R.O.T.C. unit, is applicable only to four year high schools and excludes all senior high schools (citing School Code Sections 3.291, 3.801, 3.803 and 5.150 [now Education Code Sections 8722, 10502, 10504 and 12151]). (AGO NS5014, July 23, 1943.)

Administration and Effect of Junior College Tuition Law

Education Code Sections 5476-5484 [formerly School Code Sections 4.270 to 4.278] have the following application and effect:

1. The purpose of the sections is to require areas within a county but not in a district maintaining a junior college to pay each district maintaining a junior college the cost incurred in educating pupils residing in such area and attending in such district, but such sections do not contemplate that such districts shall make a profit in educating such pupils. In computing the total cost to a district of educating pupils under said sections there should be deducted not only the state

apportionments provided for in the sections but also moneys received from the federal government for educating particular pupils.

2. Members of the armed forces of the United States may or may not be residents of the school districts in which they are stationed and each case must be determined on the facts. If, however, a member of the armed forces is a resident of a county but not of a district maintaining a junior college and attends junior college the county of residence must pay under Education Code Section 5476, otherwise not.

3. In computing the total cost of educating junior college pupils residing in a county but not in districts maintaining junior colleges, any reasonable method of establishing cost is proper.

4. A county auditor is not required to apportion all funds in the junior college tuition fund under Education Code Section 5480 where it would result in districts receiving more than the costs to which they would otherwise be entitled. Only those sums should be apportioned as are necessary to pay costs calculated in the manner prescribed by the section.

Duty of District to Provide Uniforms for High School Cadets

Where military training, given in a high school under Military and Veterans Code Sections 500 and following, relating to high school cadet companies, is made a part of the compulsory physical education courses established in the high school under Education Code Sections 10124 *et seq.*, and such training is conducted in conformity with rules of the State Department of Education promulgated under Education Code Section 10116, and military uniforms are required for participation therein, the high school district concerned must furnish and make available uniforms for students enrolled in such classes (citing AGO NS3770 and AGO NS4114). (AGO NS5131, October 1, 1943.)

Distribution of Elementary Textbooks Printed by State Board of Education

Elementary textbooks printed by the State Board of Education and not available for distribution as required state textbooks because of AGO NS3193, may be distributed to public elementary schools, free of cost to the districts concerned, for use as library books, reference books and similar materials upon the publisher giving a valid waiver of royalty or releasing the state from all liability on account of the distribution and use of the books. (AGO NS5163, October 19, 1943.)

Administration and Effect of Education Code Section 8286

Education Code Section 8286 has the following application and effect:

1. Normally no responsibility rests on a school district to provide a safe means of travel for pupils of the district in going to and from a school of the district and the places where they receive religious instruction. Nor would a district be liable normally for an injury received by a pupil while so traveling; although in view of *Hanson v. Reedley Joint Union High School District*, 43 Cal. App. (2d) 643, a district could be held liable where its officers or employees, in view of particular circumstances, might be deemed to have failed to use ordinary care under the circumstances.

2. The governing board of a school district has no authority to require any party offering religious instruction to carry insurance protecting the district against suits resulting from injury to any pupil.

3. The governing board of a school district has no authority to determine the type, manner or place of religious moral instruction, other than that the places of instruction shall be at the respective places of worship of such pupils or at other suitable place or places designated by the religious group, church, or denomination, or to require any such group, church or denomination to guarantee the safety of pupils against hazards during such instruction in going to and from the places where such instruction is given, or to require reports showing pupil progress of the effectiveness of such instruction.

4. The written consent of but one parent of a child is required to authorize the excusing of a child from school under the section. (AGO NS5068, August 30, 1943.)

Indebtedness of Deceased Member of State Teachers Retirement System as Charge Against His Estate

Education Code Sections 14434 and 14435 are susceptible to the contemporaneous construction given them (and their predecessors) by the State Teachers Retirement System for a period of 30 years, and therefore amounts owed by a member under said sections to the System at the death of the member are not to be considered indebtedness chargeable to the estate of the deceased. (AGO NS5099, September 21, 1943.)

Authority of Superintendent of Public Instruction to Call Meetings and Provide Programs

While no specific authority exists empowering the Superintendent of Public Instruction to call meetings of public school officials, the call-

ing of such meetings is consonant with his duty to superintend the schools of the state. Programs for such meetings are incidental thereto and the cost thereof may be paid from funds appropriated for the support of the Department of Education and the Superintendent of Public Instruction. (Education Code Sections 148, 363 and 13425 cited.) (AGO NS5074, August 30, 1943.)

Admission to Elementary Schools

Notwithstanding Education Code Section 8503, a child must, under Education Code Section 8501, be admitted to an elementary school upon attaining six years of age. (AGO NS5081, September 1, 1943.)

Conducting of Religious Exercises or Moral or Religious Instruction on Public School Property

Under Section IV of Article 30, and Section 8 of Article IX, of the California Constitution, and Education Code Section 8286, the religious exercises and moral or religious instruction referred to in Education Code Section 8286 must be conducted at other than the public schools from which the pupils have been released and not on any public school property. (AGO NS5183, November 2, 1943.)

Assignment and Dismissal of Permanent Teachers Because of Decrease in Attendance

Where a union high school district maintains a junior high school comprising grades 7 to 10, inclusive, and a junior college comprising grades 11 to 14, inclusive, a permanent teacher in the junior college cannot be assigned to teach in the junior high school (citing cases); but in the event the attendance in the junior college has so decreased that there is an excess of permanent teachers therein, then, in the inverse order or seniority of employment, teachers, to the extent of the excess, should be offered employment in the junior high school (assuming proper certification and qualification) replacing probationary teachers therein, without loss of tenure in the district, and if any such teacher refuses such employment he may be dismissed from the service of the district under School Code Section 5.710 [now Education Code Section 13651]. (AGO NS4942, June 10, 1943.)

Validity of School and Work Programs

A plan under which high school pupils 16 years of age and over would be employed by an aircraft manufacturing concern and attend school in their home districts for alternating equal periods of time, being supervised by the high school districts while actively serving as employees

of the concern, and under which such pupils would be given credit toward high school graduation for work done as employees of the concern and the high school districts of residence given credit for the attendance of such pupils while the pupils are so employed is, other certain conditions being complied with, valid under Chapter 1 of the First Extraordinary Session, 1941-1942 (citing School Code Sections 2.1383 and 4.920-4.930 [now Education Code Sections 112 and 7301-7307] and Sections II and III, Rules and Regulations of the State Board of Education). (AGO NS4978, June 28, 1943.)

NOTE: Any such program must be approved by the State Department of Education under Sections II, XII and XIII of Part I of the Rules and Regulations of the State Board of Education, as amended July 9-10, 1943.

Necessity of Doctors Designated by CAA Holding Health and Development Certificate

Where a high school district has agreed with the Civil Aeronautics Authority to provide ground school instruction to certain persons who are enlistees subject to military control and each such person must be examined and certified as fit by a doctor designated by the CAA and the district is required to pay the examination fee (reimbursement therefor be made by the CAA), the doctor is not required to hold a health and development certificate. School Code Section 1.112 [now Education Code Section 16443] not being applicable. (AGO NS4937, June 7, 1943.)

Maintenance of Schools or Classes on Sundays and Certain Holidays

The public schools are not authorized to be open on Sunday or the three holidays referred to in School Code Section 3.95 [now Education Code Section 8161] notwithstanding Chapter 1, Statutes of the First Extraordinary Session, 1941-1942, regardless of whether classes sought to be maintained on such days are directly connected with the war effort; and no district may receive credit for the attendance of pupils on days classes are maintained contrary to law. (AGO NS4935, June 4, 1943)

FOR YOUR INFORMATION

NEW ALLOTMENTS OF FOOD FOR SCHOOL LUNCH PROGRAMS

School children are to be issued more generous amounts of food for school lunchroom and cafeteria meals during 1944. The new allotments are the result of studies worked out by nutrition experts and are based on the estimate of the amount of ration food needed to meet the requirements set up by the Food Distribution Administration.

The federal school lunch program went into effect on January 1, 1943, as a wartime measure to make sure that school children have well-planned and nutritionally adequate noon meals. In 1944, these lunches for children have greater importance as more women employed in the war industries are unable to be at home at noon to see that their children are properly fed.

The Food Distribution Administration has set up two distinct types of meals and the Office of Price Administration has adjusted point allowances on rationed food to implement the program.

Although the specified point allowance just announced apply only to schools under contract with FDA other schools may also apply for adjustment in their base if they change their operations to serve more complete meals than in the past. The number of points allowed will depend on the type of meal served, using meals served in other schools as a basis of comparison.

Adjustments in point allowances for all schools will be handled by local War Price and Rationing boards. Schools applying for adjustment will be treated as new institutional users and will receive a temporary adjustment in the allotment for the remainder of the January-February period. The amount of the adjusted base will depend on their count of the number of persons served food and on their actual use of food during the initial period.

Applications are made on Form OPA R-315, and must provide the following information:

1. The number of persons to whom the school expects to serve meals during the January-February allotment period.
2. For FDA contract schools—a statement of the type of meal to be served (Type A or Type B).
3. For non-contract schools—detailed information on the kind of meal that is to be served, and the amount of food needed.

UNITS FOR ENGLISH CLASSES ON WAR SAVINGS BONDS

A Schools-at-War Bulletin prepared for the Education Section of the United States Treasury Department by the National Council of Teachers of English is now available to the public schools. The bulletin, *The Teacher of English and the War Savings Program*, contains two units for high school English classes to be used in connection with the educational campaign for the sale of war bonds and stamps.

Copies of the bulletin may be obtained from the state war finance offices located in San Francisco and Los Angeles, or from the Education Section, War Finance Division, United States Treasury, Washington, D. C.

WAR STAMP ALBUM TREASURE HUNT DRIVE

February 15, 1944, the last day of the fourth war loan drive, has been designated as Schools-at-War Day. In preparation for the event, a clean-up drive has been planned, a school-sponsored war stamp album treasure hunt to seek out partially filled stamp albums and get the owners to turn them in for bonds. Newspapers and radio stations, merchants, and theaters will aid the schools by advertising the activities of this day and asking people to co-operate in turning over the stamp album to the children for bonds.

It is estimated that 105 million partly filled albums are in the hands of the public. The purpose of the Treasure Hunt is to get these books turned in for bonds.

NEGRO HISTORY WEEK OBSERVANCE, FEBRUARY 13, 1944

Free materials telling of the accomplishments of the Negro race and the place of the Negro in the history of America will be provided by the Association for the Study of Negro Life and History for use in connection with the observance of Negro History Week in the public schools beginning February 13, 1944. Requests should be sent to the Association, 1538 Ninth Street, NW., Washington, D. C.

The purpose of Negro History Week is to stress the contributions of Negro race and to combat all efforts to encourage prejudice and a doctrine of raceism in the United States.

COMMEMORATION OF SUSAN B. ANTHONY

In accordance with the provisions of Education Code Section 8157, special exercises will be held in the public schools of California on February 15, honoring the birthday of Susan B. Anthony, known as the emancipator of American woman.

An account of the life of Susan B. Anthony and her work has been published by the National Education Association in its series of Personal Growth leaflets and is available at a cost of 1 cent each for twenty-five or more copies. The material in the leaflet appeared in the *Journal of the National Education Association* for February, 1942. Copies of the leaflet may be obtained from the National Education Association, 1201 Sixteenth Street, Washington, D. C.

PREINDUCTION TRAINING PROGRAM MATERIALS AVAILABLE

The following materials pertaining to the Preinduction Training Program of the United States Army are available from the Ninth Service Command Headquarters, Office of the Commanding General, Fort Douglas, Utah.

Fundamental of Electricity	(PIT 101)
Fundamentals of Shopwork	(PIT 103)
Fundamentals of Radio	(PIT 201)
Fundamentals of Automotive Mechanics	(PIT 202)
Fundamentals of Machines	(PIT 102)
Vocational Training in Vocational Schools, Vocational Departments and Trade Schools	(PIT 330)
Vocational Training in Auto Mechanics	(PIT 331)
Vocational Training in Aircraft Maintenance	(PIT 333)
Vocational Training in Machine Shop Practice	(PIT 332)
Vocational Training in Electrical Signal Communication	(PIT 334)
Preinduction Training, a brief general pamphlet	
Army Clerical Procedures, an outline	
Driver Education Course, an outline	
Bibliography of Visual Aids	
A Course in Fundamentals of Electricity prepared and published by the West- inghouse Electric and Manufacturing Company.	

RADIO PROGRAM LISTING SERVICE

The following programs have been added to the list of the original twenty-seven radio programs chosen by the Advisory Committee for Network Program Listing, Federal Radio Education Committee, United States Office of Education. The original list appeared in *California Schools* for January, 1944. Certain service programs have been added to the list. Although these programs may not meet educational standards, they are valuable for high school boys and girls who may later be called into military service. The programs are adoptable for use in current events classes at senior high school level and also are recommended for adult listening. Teachers should check local radio stations for the hour at which the program is released by California broadcasting stations.

SUNDAY**ABE LINCOLN'S STORY (MBS)**

The series of dramatic episodes based on authentic incidents in the life of the great American hero who was beset with problems of security not unlike those faced by the world today. Vivid portrayals of significant events surrounding the Gettysburg address, the Lincoln-Douglas debate, the Emancipation Proclamation, and other immortal statements serve as the theme of the program. Junior and senior high school students. Sponsor: National Small Business Men's Association.

CLEVELAND SYMPHONY (MBS)

Conducted by Eric Linsdorf. Advanced high school and adult level.

MONDAY THROUGH SATURDAY**NATIONAL FARM AND HOME (BLUE NETWORK)**

Presented in co-operation with the U. S. Department of Agriculture. Monday through Friday the program includes an average of 10 minutes of information for farmers on changing war needs for their products, Government programs that help meet their production goals, and policy discussions by agricultural war leaders; and for home makers, facts about food supplies, ideas on saving food and clothing. Each Saturday program features a special group such as the National 4-H Club, the Future Farmers of America, and others. Vocational Agricultural and Home Economics students and adults.

WEDNESDAY**YOUR ARMY SERVICE FORCES (MBS)**

The official Army Service Forces program for women. Interviews with women active in the war effort. News of our important Services of Supply. Dramatizations of ASF happenings. Music by combined military bands conducted by Captain Harry Salter.

HALLS OF MONTEZUMA (MBS)

The American Marines on the Air. Marine Corps Series from the U. S. Marine Corps Base in San Diego; Sea Soldiers' Chorus and Marine Symphony Orchestra. Featuring returned heroes of Marine Warfare and dramatizations of their activities.

MARCH OF TIME (NBC)

Today's news in the making. Shortwave pickups from points all over the world. Senior high school and adult level, also junior high. Sponsor: TIME, INC.

THURSDAY**MUSIC OF THE NEW WORLD (NBC)**

Series II, Folkways in Music, shows the relationship of music to ways of living among other peoples of the Americas. An NBC Inter-American University of the Air feature. Printed handbook available. Advanced high school students and adults.

FRIDAY**ARMY AIR FORCES (MBS)**

The Official AAF program. A war service series to advise the public of weekly operations of the U. S. Army Air Forces and its component parts. This program presents a returned air hero in person. Follows with his story dramatized, then switches to the factory which manufactured the equipment he used in battle.

Dramatic cast headed by Lt. William Holden, former movie star, and 65 piece Air Force Symphonic Orchestra.

SATURDAY

DOCTORS AT WAR (NBC)

This series of medical dramas presented by NBC in co-operation with the American Medical Association. Second year on the air. The 1944 series will tell what the medical departments of the Army and Navy are doing to maintain the health of our Armed Forces and what is done to care for the wounded. Scripts are prepared from authentic material secured with the co-operation of the Army and Navy. Guest speakers include ranking medical officers of the Armed Services at home and abroad.

CHICAGO THEATER OF THE AIR (MBS)

Musical series presenting outstanding musical works in condensed form. Famous operas and light operettas. Prominent soloists, the WGN Chorus and orchestra, and Col. Robert R. McCormick, speaker.

ARMY AIR FORCES PRESENT (BLUE)

Dramatizations of work of various branches of the service forces of the Army.

MINIMUM COST OF ADEQUATE ELEMENTARY EDUCATION

A research project on minimum costs necessary to maintain an adequate school is reported in the booklet, *What Education Our Money Buys*. The report was prepared by the Institute of Educational Research at Teachers College, Columbia University, and published by the New York State Educational Conference Board.

The research is based on findings in studies of schools in New York state. The report concludes that the minimum expenditure of \$115 a pupil is necessary to maintain an adequate elementary school, other important facts being equal.

Further information on the report may be obtained from Betty Pratt, Teachers College, 525 West 120th Street, New York 27.

PUBLICATION ON CITIZENSHIP CEREMONIES
AND NATURALIZATION

Suggestions for civil and educational groups, members of the patriotic organizations, and judges who conduct citizenship ceremonies and administer the oath of allegiance, are given the publication, *Gateway to Citizenship*, prepared by the Immigration and Naturalization Service of the Department of Justice in co-operation with the committees on American Citizenship of the American Bar Association and the Federal Bar Association. The measures suggested in the book for lending dignity to the ceremony of naturalization have been endorsed by the Chief Justice of the United States.

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